

50X1-HUM

Page Denied

CHINESE EDUCATION JOURNAL ISSUES SOVIET ARTICLE
TITLED PROMOTE STUDENT SELF-DISCIPLINE IN USSR.

by T. Adigank ~~Teacher~~ ^{Principal}, School No 103,
 Moscow

SOURCE: Jen-min Chiao-yu (People's Education), Vol. II, No 2,
 1 Dec 1950, Peking

Last year I was in charge of the teaching and supervision of the seventh grade. Since I had already taught these same students a few years previously, I had retained a general idea of them. There were no honor students or students with exceptionally good grades, and twelve of them had to make up the examination in the fall. Therefore, I established my own program for promoting responsibility and student self-discipline on the basis of the Student Regulations.

STUDENT
 A TALK ON THE REGULATIONS

I gave a talk in the first class meeting in which I emphatically pointed out that the ^{Student Code attached regulations} Regulations were approved by the Council of Ministers USSR on 2 August 1943 and must be observed by every student in Soviet schools. Students must not only understand the Regulations, but also obey them strictly, whether in school, family or society. Then I requested that the students copy these regulations in notebooks and study them seriously.

In my second talk I analyzed Articles 4, 7-11, and 14 of the Regulations. I tried to emphasize that USSR students should be model students.

I requested the students to do as follows:

- (1) Get to school on time (15 minutes before class.)
- (2) Be prepared in time for class.

(3) Listen to lectures attentively.

(4) Ask questions in an orderly manner (by raising hand.)

(5) Not to stay in the classroom during recess; leave class silently after getting permission from the teacher.

(6) Return immediately to respective desks when bell rings. Place all report cards, home work schedules, notebooks and other things to be used in class on one's desk.

(7) Take down all home assignments in the notebooks.

I fully explained the rules governing the use of the student report card. It is a student's pass and must be kept carefully. During the roll call, each student should bring it forward to the teacher so he can write down the grade. I considered the student report card to be a valuable instrument. Usually I wrote my weekly comments on the back page of the student report card. I asked teachers to give correct grades so that parents would know the complete and accurate weekly record of their children.

I frequently checked the parent's signature in the student report cards. Every Monday I went through the student report cards to make sure they were signed by the parents. I wrote remarks on the report cards if they were not presented to the parents in time. I took down names of students who failed to submit their report cards to their parents, and checked them again on the following day. The real purpose of the student report card is to put the student under the supervision of both the school and the parents. It becomes a medium of contact between the teacher and the parents when properly used by the former and constantly checked by the latter.

SELF-DISCIPLINE THROUGH EDUCATION

A young chemistry teacher once complained to me that the seventh grade students were behaving badly during her class. I decided to accompany her to the classroom. I seated myself in the last row before the class met. As the bell rang, the students entered the class sluggishly one by one. They did nothing to put their books and student supplies in order before, or even after, the arrival of the teacher. They continued to make noise during the lecture. They observed no order when asking questions. Some even walked to and fro in the class room. Students who were called to the teacher's platform to answer questions did not bring their report cards. Some students walked out of the class as soon as they heard the recess bell although the teacher was still talking. This show of bad discipline really shocked me.

On that day, I told the students to remain after class. I denounced their intolerable behavior during the chemistry period. In the meantime, I had given the teacher some suggestions on how to conduct an orderly class.

After visiting several other classes I realized that I had not made self-discipline work in the seventh grade. I suggested that all seventh grade teachers get together and make certain regulations governing that grade and put them into effect. A few days later, I held a meeting with the teachers. We discussed some of the things we had in common which we should ask the students to do, how to conduct classes, and how to enforce the Student Regulations.

After this exchange of opinion, we agreed to make an effort to implement self-discipline in class.

The first request I put to the students in my own class was that they should attend school daily. If anyone was absent, I asked a member of the parents' committee to investigate the case on the very same day the absence occurred. My second request was that the students must not be late. I also asked the students to get their books and supplies in order before the teacher arrived. It often took me a few days to have each rule enforced and become a habit. Only after I had enforced one rule did I put another into force. Other teachers were all in support of my practice. Thus self-discipline was established in a relatively short time.

In school everything counts. Therefore we must consider everything carefully. I am very strict in training the students to form habits of self-discipline. Without self-discipline, class periods are useless. Because all students in the seventh grade severely punished those who violated self-discipline, a majority of the students were able to keep up the rules.

In a very short time there were no more absences without permission or cases of late attendance. The students entered the classroom immediately after the bell rang, arranged their books and supplies before the teacher arrived, and left the classroom for recess only with the consent of the teacher. The student prefect alone remained in the classroom during recess. All students had their home work prepared in time. They all stood up when the teacher left the class room.

I set my own class as an example for other teachers. I made constant checks on class order at different times. Sometimes I inspected the class before the period began, while at other times I sat in the recess hall to observe whether or not the children entered the class room in an orderly and silent manner. When making observations, one must avoid being noticed by the students. After class, I would examine whether the students had made a note of their assignments, whether they had note books, etc. I conducted such inspections and observations for ten class periods in the seventh grade. One month after school opened, my class appeared very clean, quiet, and in good order. No furniture was damaged. All the desks, chairs, and other furniture were in good condition.

MEETING OF PIONEERS TO DISCUSS STUDENT REGULATIONS

However, I felt that it would not be sufficient if I were the only one to enforce the Student Regulations. I had to induce the students to participate in the drive to enforce them. Therefore, I decided to invite the pioneers to get together for discussion. We planned to hold four meetings a year.

The first pioneer discussion was conducted under the inspiration of the slogan: "It is the responsibility of the pioneers to enforce the Student Regulations" (Articles 1, 2, 20 and 25 of the Regulations.) I decided to hold the meeting in a very solemn manner in order to impress the students with the general problems involved in the Student Regulations and make the meeting a center of influence. I invited all seventh grade teachers to the meeting and explained to them how student self-discipline would facilitate their

teaching them they got their share of questions. I invited the parents of students to participate in the discussion and asked them to explain how difficult it was in those days for the average citizens to go to high school, and what kind of work the Soviet Government had sought to establish in schools, all of which was contrasted with the fact that under the Soviet Government anyone who wishes to go to high school can do so.

The pioneer committee assigned its seventh grade members to give reports at the meeting. I helped them make preparations from selecting popular political literature as basic reading materials to choosing effective methods of presentation. Students who made the reports consulted with ^{P.P. Kozlov, Secretary of the} ~~Academy of Educational Sciences~~ ^{Psychology, Academy of Educational Sciences}. All teachers, parents, and students were notified in advance as to the date of the meeting. The students busied themselves in preparing entertainment for the meeting. (Rehearsing The Red Scarf by Mikheylov, The ^{Secretary} ~~Secretary~~ ^{by Kozlov} ~~by Kozlov~~, songs, and poems.)

Finally the meeting came. All of the seventh grade students arrived at school very neatly dressed. They were whispering to each other, speculating as to what was going on. The pioneers lined up in a solid formation which attracted the notice of the people present. Parents attending the meeting seemed very pleased. The meeting opened with a color and sound assembly appropriate to the pioneer spirit. Then pioneers rose to express their views on the situation. They were followed by the teachers who pointed out that substantial progress had been made in that class. The students

listened attentively to speeches by their parents. The entertainment programs came off successfully. Bogdanovskiy's play very much impressed the audience.

Thus the first pioneer meeting was successfully carried out as planned. One week later a special issue of the student newspaper discussing the Student Regulations and describing the first pioneer meeting appeared on the student bulletin board.

I held four meetings with the pioneers as planned. Before each meeting, I thoroughly explained the function of each article of the Student Regulations to all students, particularly to those who were responsible to make reports to the meeting. During my preliminary meetings, students were encouraged to express their own opinions. In order to make my discussions and the students' reports to the pioneer meetings more impressive, stimulating, and convincing, literary material and articles of interest from Pionerskaya Pravda and Komsomolskaya Pravda were used.

At the second pioneer meeting, Articles 4, 7-11 and 14 of the Student Regulations were discussed.

At the third meeting, the articles on sanitation were discussed. (Articles 5, 6, 18.)

The fourth meeting took up Articles 3, 12, 13, 16, and 17 on paying respect to elders and being obedient to the principal and the teachers.

In order to discuss the discussion of each meeting, five special issues

of the ^{newspaper} student ^{bulletin board; they dealt} ~~bulletin board~~ were posted on the ~~bulletin board~~ ^{bulletin board} with the following topics:

1. The Student Regulations must be carried out.
2. To execute the Student Regulations is the duty of the pioneer.
3. The pioneer should exemplify organized youth.
4. Always be neat and clean.
5. Respect elders. Obey orders from the ^{director} ~~principal~~ and the teachers.

DISCUSSION OF ETHICS

Since the discussion of ethics is very pertinent to student self-discipline, I discussed the following topics with the students: the need to make every effort to intensify our study as a duty toward our Fatherland; what is disrupting our study; how to strengthen our will power; establishment of fraternity organizations; friendship and unity through collective organization; self-criticism in group discussions; how to be sincere and honest; principles of modesty, etc.

Our last topic of discussion was the book Courage by V. Kobilitska. ~~V. Kobilitska~~. I arranged the topics of the students' reports (for instance, heroic patriotism, positive quality of heroism, etc.) so as to correspond to the moral principles under discussion. I made thorough preparations for my lectures on morality, citing as many

of the ^{last newspaper} student ~~bulletin~~ were posted on the ^{bulletin board; they dealt} ~~bulletin board~~ with the following topics:

1. The Student Regulations must be carried out.
2. To execute the Student Regulations is the duty of the pioneer.
3. The pioneer should exemplify organized youth.
4. Always be neat and clean.
5. Respect elders. Obey orders from the ^{director} ~~principal~~ and the teachers.

DISCUSSION OF ETHICS

Since the discussion of ethics is very pertinent to student self-discipline, I discussed the following topics with the students: the need to make every effort to intensify our study as a duty toward our Fatherland; what is disrupting our study; how to strengthen our will power; establishment of fraternity organizations; friendship and unity through collective organization; self-criticism in group discussions; how to be sincere and honest; principles of modesty, etc.

Our last topic of discussion was the book Courage by V. Kestelacka. ~~V. Kestelacka~~. I arranged the topics of the students' reports (for instance, heroic patriotism, positive quality of heroism, etc.) so as to correspond to the moral principles under discussion. I made thorough preparations for my lectures on morality, citing as many

true examples as possible from the lives of modern great men -- Lenin and Stalin -- to teach the students. After working out the outline for discussion, or the topic of my own lecture, I would circulate them among the students so that they could use them in preparing to speak in the meeting or write articles for the student bulletin.

I appealed to the students' emotions in order to get them interested in my discussion. I assigned appropriate children's literature and told the students to be prepared to discuss it. Concrete facts about student life in the seventh grade were included in the discussion. Problems were solved by means of heated debates. The discussions usually ended with concrete plans on how to study or on student activities in general. The children were very interested in the discussions; no one left before the discussion meetings adjourned. Everyone excitedly awaited Saturdays which were meeting days. Following are two examples of these discussions, a discussion on will power, and a discussion on the organization of a fraternity club.

HOW TO DEVELOP WILL POWER

Materials used to encourage the development of will power and character must be very concrete. From a student's composition entitled "What Is Interrupting our Study" I found the main cause of trouble to be the lack of a daily work schedule. Other causes were lack of attention paid to the Student Regulations, failure to complete homework on time, lack of attention paid to lectures, and an excessive enthusiasm for outdoor activities. The failure of most of the students who were lagging behind could usually be

attributed to their overestimating their own ability.

The day before the student meeting in the seventh grade I announced that I would speak on the nature of will power and how to develop it. I asked the students to think of what weaknesses should be overcome in order to achieve self-improvement and self-discipline.

The purpose of my speech was to inculcate the socialist attitude of work in my students, which would inspire them to finish their homework in time.

In my speech on "The Nature of Will Power and How to Cultivate It" (which is a topic well within the grasp of the children), I used the following outline:

1. Definition of the word "will power" by the great men.
2. Examples of "indestructible will power" drawn from the lives of the great men (Lenin, Stalin).
3. Sustained work as an indication of will power. Emphasis on the uninterrupted efforts which must be made in order to get ^{grades of} ~~4 or 5~~ credits at the time of graduation.
4. Explanation of the fact that not all study or work leads to good results, and that only work based on systematic planning is fruitful. The necessity for strict adherence to a time schedule. The observance of a time schedule as a primary indication of belonging to the organized student body.
5. The necessity to overcome harmful temptations and dis-

travelling tendencies (such as laziness, thinking of going to the movies when faced with homework, etc).

I concluded my discussion by pointing out that will power comes from long training, that each student must set a concrete task for himself and make every effort to achieve it. I also made clear to certain individual students what was distracting them from their studies, spoiling their good conduct and causing them to lose their grip on themselves.

I always referred to concrete examples from our national life and literature.

In addition, I told the students that as soon as we in the seventh grade had achieved self-discipline and other objectives, we would help other classes to work toward the same goal by showing them our accomplishments with respect to self-discipline. The seventh grade students received this idea with great enthusiasm and expressed their eagerness to participate.

Following the discussion meeting, players from the seventh grade entertained the audience with ~~South of the Border~~ ^{Chick and Tom by Geron} [transliteration] and ~~by Geron~~ ^{by Geron}, from which the students could readily glean what dire consequences a man will have to face if he lacks the will power.

After the discussion meeting, a gradual change seemed to be taking place. All the students participated in self-reconstruction. Everyone seemed to be trying to cultivate something in himself. Class discipline greatly improved. The seventh grade

students no longer ran around during recess period. They asked me for reading materials on how to strengthen will power. Thus, books on personalities having the greatest will power became the most popular reading matter. The students asked me many other questions. They frequently withdrew to quiet places to discuss what course to take in order to improve themselves. The seventh grade became known in the school as the class that exemplified the greatest will power. Many students, especially those from the lower grades, came to pay tribute to their hero students. This very much pleased the seventh grade students, and caused them to take more active steps to improve themselves. They intensely discussed the advantages of various types of time schedules. They would speculate on whether a nap after lunch contributed to efficiency in doing homework, etc.

Since the time schedule has an important bearing on the exertion of self-discipline, I constantly checked whether it was followed by students at home. I took down students' phone numbers and called them when they were doing their assignment. Consequently, few students violated the schedule. Those who did violate the schedule were often openly criticized in the student meeting.

HOW TO UTILIZE STUDENTS' MUTUAL INFLUENCE

As the first semester ended, the results were not ^{Confronting} pleasant. There was only one excellent student; three were fair, while seven students failed to pass. They failed in Russian, English and mathematics. This was principally due to the fact that the school had been neglected for several years.

CONFIDENTIAL

When in my talk on ethics I analyzed the causes of failure, I pointed out the importance of mutual assistance within the student body as a means to help unconscientious and backward students. I urged the students of the seventh grade to organize themselves as a center of influence.

During the discussion, some students expressed their concern over the fact that despite the great efforts which had been made in the first semester, there were still some backward students. They examined individual cases of backward students. First they sought to find out how much these students had done to complete their courses of study, and then they pointed out to them what should be done. Finally every student in the class was subjected to a check on what he had done to fulfill his public duty in school. Of the ~~total~~ 43 pioneers in the seventh grade, almost everyone had some individual duty, such as being the student chairman or his assistant, chairman of the pioneer society, group leader or member of the pioneer committee, rotating ~~bulletin board~~ ^{and scribe} editor, scrapbook compiler, secretary of the pioneer society, member of the library staff, gardener, sanitation secretary, play director, grade computer, daily proctor, etc. In short, each student had to assume and fulfill some public duty.

In order to organize the children to work as a team, I had to advise those students who had been elected to assume public duties in the class. Unfortunately the student chairman in the seventh grade had become a scapegoat; he was blamed for disorder, yet he was never told what should be done to improve the situation.

CONFIDENTIAL

I therefore designed a form to be filled out each time I had a conversation with a selected leader from the student group. Such a form would give them a rough idea of what should be done and when they should come to me for advice. I spent much time preparing and compiling this interview form. As a result the life of the class became more and more vigorous.

I made rigid plans for each day, week and semester, as well as plans for individual students, which could even be useful to them after they graduate.

The first job I assigned to the pioneers was to decorate the classroom. I told the children that we must make our classroom the most attractive one in the school. The project was launched with great enthusiasm and was participated in by teachers and students parents. Students brought flowers from home and put them into a large wooden vase which was painted white. They dyed fabrics and made them into yellow curtains with designs painted by artist students. All kinds of charts were made, including a list of the students charged with public duty. The student proctor had the duty of keeping the classroom in good order. Because the class was decorated by the students themselves, they were careful not to mar it. The classroom was quieter than before. In the meantime, group leaders tried unceasingly to help students, who had only earned ^{grades of "2"} ~~two credits~~ the previous semester, to complete their home work in time. Accepting the encouragement from the student body, the backward students studied harder than before. In the second semester all students were able to pass the examination.

CONFIDENTIAL

THE INFLUENCE OF OUR SELF-DISCIPLINE ON THE OTHER GRADES

The development of will power greatly improved self-discipline among the students of the seventh grade. I therefore decided to utilize their free periods to help other grades on the same floor in building up self-discipline.

Since only students from the eighth to tenth grades were eligible to be rotated for duty for the whole school, the pioneers requested the school to include the seventh grade students in the rotation system. When this was accepted, they were very excited. Thus, my class handled law and order not only on its own floor, but included the third floor where the sixth grade held classes. As a result of the zealous work by the students in the seventh grade, order was restored on the third floor within a few days. Subsequently the seventh grade was entrusted with the work of editing the pioneer's column in the ~~Young Communist League~~ ^{Komsomol school newspaper.} ~~bulletin in the school.~~ The seventh grade students willingly accepted the duty of helping other grades. In order to encourage individual students as well as the seventh grade in general, I gave oral praise or written credit to students who performed distinguished service while on general duty, to those whose preparation for class was perfect, and to those who gave good reports to the student meeting or contributed good articles to the student ~~bulletin.~~ ^{newspaper.}

Apparently these encouraging methods played a very significant role in promoting student self-discipline. However, in a few instances I had to resort to punitive methods. As a teacher in charge of the supervision of a whole grade, I was sometimes

CONFIDENTIAL

compelled to lecture a student in front of the whole class, or to enter a demerit on his record. Students who were thus punished could redeem their error by model conduct.

EDUCATION OF INDIVIDUAL CHILDREN

The faith of the students in the head teacher of their own grade has an important bearing on their self-discipline. Such faith does not come suddenly, but only through daily hard work with individual students. The harder the teacher works, the more he can be sure that his students will be well-balanced citizens useful to their Fatherland. I often assigned extra work to students; no one in my class was without some kind of assignment for public duty. For instance, each year a student had to contribute a few articles to the student bulletin, give a report to the pioneer meeting or discussion meeting, participate in recreation programs, collect information from newspapers and magazines, or recite passages from the literature I introduced.

I tried to spend more time with the children. During class recess, I would have a discussion with them on the books they read, the merit of the time schedule, the progress of their home work, or their opinion on the public duty in the school. I spent much time in preparing myself to answer their questions.

In order to supervise the execution of the Student Regulations, I kept a record of the students' grades, attendance, conduct, etc. in a special book. Whenever a student violated a rule, I notified his parents on the same date. I asked other teachers to submit to

me their records of the students' conduct. These records became valuable material whenever I interviewed students.

There are many things that have to be done to educate the children. From the very beginning I rallied the whole class in cooperating with me to pull the backward students up to the average level. The first thing I did was to stimulate the interest of individual students.

Student P was a member of my class who always disobeyed the regulations. Last semester he violated all the rules of conduct. He did not have the proper attitude towards his teachers and did not care if he was punished. He did not like to study. At the beginning of the new semester he was still violating the regulations. I visited his family several times. His father did not live at home and his mother was always out, their child was always alone. I talked with P and he promised to be good. However, he failed again. He got only ^{a grade of '2'} ~~one~~ in Russian and English in the first semester. I had been trying for a long time to find some kind of an effective method to reform him.

At the end of the discussion meeting on self-discipline, I asked him to stay. We sat down in silence.

"What do you want to be?" I broke the silence.

"An artist," he answered without the slightest hesitation.
(As a matter of fact, he was reading poems attentively.)

"Impossible!" I dropped this remark unconsciously.

"Why?" P was puzzled.

"As you know, artists in this country command great respect from the people. Many people want to be artists, but only a few who have talent can succeed. In order to enter ^{a studio} ~~the Academy of Fine Arts~~, one must study very hard. Since you have paid no attention to class work and have violated the rules, how can you become an artist? If you persist in your own ways, you may not be able to graduate from the school in a seven-year program. I suggest you go and find out the qualifications that the ^{studio} ~~Academy of Fine Arts~~ requires."

This conversation impressed P very deeply. He left me in solemn silence and remained puzzled for a few days. But I was not worried about him. Apparently he knew that it was possible for him to attain the art school. He suddenly changed his study attitude and prepared his homework. He began to pay more attention to class work.

One day he confessed to me: "In order to be an artist in the future, I have determined to cultivate my will to learn. Please help me." Of course I could not refuse to give him help. Later, P became the most active participant in the drama group of my class.

Such examples are numerous. All of them indicate that an educator should always be aware of the possible deterioration of a student's interest in his studies and prevent it from happening.

COOPERATION WITH OTHER TEACHERS

When a teacher is in charge of the instruction and supervision of an entire grade, he must be the organizer among the teachers. Beginning with the first few days of the new semester, I kept in contact with the other teachers, especially the teachers in mathematics, Russian, and English, because these courses are hard to teach and present difficulties to the students. I hoped to organize the teachers to have a uniform approach to teaching and other problems. I asked them to enforce the Student Regulations. I explained the importance of student homework, although I asked them not to give the students too much work, especially when the semester draws near the end. I constantly urged the teachers to keep complete records of the students' work in teachers' notebooks. I made a chart to insure even distribution of my supervision throughout the semester. I constantly checked the records of individual students. My supervision seems to have been beneficial to both teachers and students.

We held monthly meetings to discuss our common problems. I presented my teaching and supervision plans to the meeting in order that all teachers might understand my approach and give me support. I chose one day each month to hold a teachers' meeting after class, and a parents' meeting in the evening.

COOPERATION WITH PARENTS

The Student Parents' Committee was very helpful in enforcing self-discipline. The Committee consisted of ten members and assumed

different functions. Each weekday, one member from the Committee would come to me for assignment on a rotation basis.

Typical assignments would be as follows:

1. Student P was absent today. Investigate the cause of his absence.
2. Student S got only ^{a grade of "2"} ~~400 points~~ in English. His parents should be notified.
3. Notify parents that student M did not observe class rules.
4. Tell student B's parents that he gave excellent answers in literature and botany considering that he formerly ^{a grade of "2"} ~~received only 100 points~~.
5. Student K published a paper that caught everyone's attention. Let his parents be as excited as we.

Such assignments should continue to be given until the end of the first semester. In the following semesters the number of assignments should gradually be reduced. The student parents' conference approved that members of the Student-Parents' Committee visit the home of any student.

By having a member of the Student-Parents' Committee in school for daily supervision, the students were made more conscious of their duty. As a result, many children began telling of their own conduct, good as well as bad, to their parents.

A member of the Student Parents' Committee (a ^{parent}~~teacher~~)
~~teacher~~ helped me a great deal to enforce the Student Regulations
 by giving several talks on the school schedule to students and
 their parents.

Before school opened, the children's mothers came to clean
 up the entire school. Later they helped the children to decorate
 the classroom. Seeing that their parents paid so much attention
 to the classroom, the children were willing always to keep it neat
 and clean.

In the second semester, I began giving specific assign-
 ments to the experienced and trained mother members of the Student
 Parents' Committee to supervise those individual students whose
 family education was weak. I told these members how to enforce
 the Student Regulations and how to improve the students' level
 in general.

Parents K and S did a wonderful job. They invited the
 students who were assigned to them to come home to their house.
 They taught them how to prepare their homework and organize their
 daily assignments. In my student parents' meetings the mothers
 exchanged their working experiences, described how they had been
 welcomed by the students, and related what they had told the
 students. At each meeting they prepared for the next one.

At student parents' meetings, I would exhibit the best
 student compositions, notebooks, bulletins and scrapbooks, which
 pleased the parents very much. I entreated teachers to participate

in the meetings. Then we would enumerate the difficulties of certain individual students and how to eliminate them. We would also speak on the enforcement of the Student Regulations. The parents eagerly listened to the teachers' reports and asked the teachers questions. In addition to the minutes of the meeting, which were handled by one of the member parents, I kept a record of my own and checked the attendance of students' parents. These monthly meetings were often attended by many parents with only 1 to 3 absentees.

In the school year 1948-1949, problems like the following were discussed at student parents' meetings:

1. Significance of the Student Regulations.
2. The nature of will power and how to foster it.
3. Essence of an adequate school schedule.
4. Makarenko's On Parental Influence.
5. How to train children to be honest, modest and observant of rules.

Such discussions were of great help to me in influencing the life of the students, and particularly in enforcing the Student Regulations.

The all-over accomplishment may be judged from the students' grades. In my composition class, 6 students got ^{grade of "A"} 5-point, 14 students

grade of "A" and 13 students, ^{grade of "A"} 13 points. In mathematics, 7 students got
 grade of "A" ^{grade of "A"} 27 students, 13 points, and 9 students, ^{grade of "B"} 13 points. Our task
 as we outlined it at the beginning of the year -- that no student
 should receive ^{grade of "A"} 13 points -- was thus successfully completed.

From Chieh-Fu
 Translator, Chieh-Fu

E D



CONFIDENTIAL

- 13 -

Every student is obliged:-

1. To master his studies with persistence and determination so that he will become a well-educated and cultured citizen and be of the greatest possible use to his Soviet fatherland.
2. To study industriously, attend classes punctually, and be on time for the opening of school.
3. To obey the instructions of the director and teachers of the school without objecting.
4. To arrive at school with the necessary textbooks and writing materials, and to make every preparation for the lesson before the teacher's arrival.
5. To come to school clean, neatly dressed, and with tidy hair.
6. To keep his place in the classroom clean and tidy.
7. To enter the class and take his place immediately after the bell, and enter and leave the classroom during a lesson only with the teacher's permission.
8. To sit straight during lessons without leaning on his desk, resting his elbows, to pay attention to the teacher's lesson, not to talk, and not to disturb his pupils.
9. To stand up and greet the teacher when he enters the classroom, and when they enter or leave the classroom.
10. To stand up when answering the teacher. To hold his left breast and sit down only with the teacher's permission. To raise his hand when wishing to answer or to ask the teacher a question.
11. To put down in a diary or special notebook the work which the teacher sets for the next lesson, and to show this entry to his parents. All homework should be done by oneself.
12. To be polite to the director and teachers. On meeting the teachers and the director in the street to greet them with a polite bow and to raise one's cap if a boy.
13. To be polite to his elders. To behave decently and modestly and ~~modestly~~ in school, in the street, and in public places.

14. Not to eat during lessons, not to smoke, not to play games, nor money nor similar things.

15. To look after school property. To take care of his own belongings and the belongings of his comrades.

16. To be attentive and courteous to old people, to small children, to the weak and to the sick. To give up his place to them, and to give them every possible help.

17. To obey his parents. To help them, and to look after his younger brothers and sisters.

18. To observe cleanliness habits in classrooms. To keep his clothing, footwear, and bedroom tidy.

19. To carry his 'Pupil's Card'. To look after it carefully, not to give it to anyone else, and to show it when the director or teachers ask for it.

20. To uphold the honor of his school and of his class in the same way as his own honor.

Breach of these regulations will lead to punishment, going as far as expulsion from the school.

(From Pionerskaya Pravda, 7 September 1942.)

CONFIDENTIAL